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THE ASSOCIATION FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN INDONESIA &  
ENGLISH LANGUAGE EDUCATION DEPARTMENT - UNIVERSITY OF PGRI ADI BUANA SURABAYA



International  
Conference  
2016

**8 - 10  
September 2016**

University of PGRI Adi Buana Surabaya  
Indonesia

# PROCEEDINGS

“Creativity and Innovation in  
Language Materials Development and  
Language Teaching Methodology  
in Asia and Beyond”

BOOK 1

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## FOREWORD

Today's language teaching needs creative and innovative ways to design and use language materials that learners can exploit to expand their language repertoire and develop their language ability as they engage with a myriad of texts and activities or tasks inside and outside the classroom. With this in mind, the 63<sup>rd</sup> TEFLIN Conference brings up a central issue on "*Creativity and Innovation in Language Materials Development and Language Teaching Methodology in Asia and Beyond*." Drawing on this central theme, the conference develops several sub-themes: a) the development of language materials for content-based instruction, b) the development of language materials for text-based instruction, c) the development of language materials for genre-based instruction, d) approaches and methods in language teaching, e) techniques and procedures in language teaching, d) technology-based language instruction, f) the role of technology in innovation in ELT methodology, g) the role of technology in language materials development, h) creative writing in ELT (Literature-Based Language Instruction).

As an academic forum, the great focus is in its proceedings as the center of publication for its presenters. It is aimed at maximizing the value of the publication as the outcome of the conference. It is intended that the proceedings can be as a global publication. The quality of the proceedings as a means of publication in this year's edition should be improved. The committee has applied the system for abstract selection of which the criteria is the consistency with the conference's theme. Reviewers have the right to select the papers based on the abstract that have been submitted to the committee.

The coverage of the sub-themes for this year's conference is broadened to certain areas. Bear in mind that the main and solely theme of materials development for language teaching and methodology is not limited to certain topics. To cope with the central theme, some additional sub-themes are offered to the conference's audience to write their research findings into expected academic paper. This year's papers which are selected to be presented in the conference reach more or less than 422. There are more than 400 papers which will be published in proceedings. Other opportunities of publication are offered by TEFLIN Journal as well. For next year's edition, two papers have been selected out of the submitted papers. To add the chance of the conference's publication, some papers have been selected to be further reviewed for Scopus-Indexed publication. In addition, from papers are accepted by *A Journal of Culture, English Language Teaching and Literature (Celt)*, Soegijapranata Catholic University Semarang to be published in the year of 2017.

The growing number of papers presented in the conference is indicating an increase in the need for publication of research findings. Therefore, TEFLIN's conference proceedings are entrusted to be an academic forum to share thoughts, reflections, experiences related to academic works for teachers, lecturers, researchers, educators who continuously write, present, and publish their academic works.

Finally, we would like deliver great appreciation to the organizers, presenters, writers, and all parties who have been contributing directly and indirectly to the publication of the proceedings.

Surabaya, September 2016

The Committee

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## TABLE OF CONTENTS

<b>FOREWORD .....</b>	<b>iii</b>
<b>LIST OF INTERNAL AND EXTERNAL REVIEWERS .....</b>	<b>iv</b>
<b>LIST OF INVITED SPEAKERS AND FEATURED SPEAKERS .....</b>	<b>vi</b>
<b>TABLE OF CONTENT .....</b>	<b>vii</b>
 <b>THE EFFECT OF THE DELAYED CORRECTION ON THE ACQUISITION OF PAST MORPHOLOGICAL INFLECTIONS BY L1-INDONESIAN-SPEAKING LEARNERS OF ENGLISH .....</b>	 <b>1</b>
Achmad Farid .....	1
Afifa S. Zulfikar .....	1
 <b>DEVELOPING "THE MYSTIQUE" GAME AS A MEDIUM FOR ENCOURAGING STUDENTS TO SPEAK ENGLISH .....</b>	 <b>9</b>
Adi Sasongko Romadhon .....	9
Lies Amin Lestari .....	9
 <b>IMPROVED VOCABULARY COMPLEXITY OF THE SPOKEN UTTERANCES BY USING STRATEGY-BASED INSTRUCTIONS IN ENGLISH SPEAKING CLASS ....</b>	 <b>17</b>
Adityo .....	17
Teguh Hadi Saputro .....	17
Amalia Ayu Wardhany .....	17
 <b>DEALING WITH LINGUISTIC PROBLEMS FACED BY MASTER'S STUDENTS IN THEIR THESIS WRITING .....</b>	 <b>25</b>
Adnan Zaid .....	25
 <b>EXPLORING POSTMETHOD FRAMEWORKS FOR POWERFUL ENGLISH LANGUAGE PEDAGOGICAL PRACTICES .....</b>	 <b>30</b>
Adriadi Novawan .....	30
 <b>GAMIFYING DIGITAL ENGLISH GRAMMAR MATERIALS FOR THE SENIOR HIGH SCHOOL STUDENTS .....</b>	 <b>35</b>
Agnes Santi Widiati .....	35
Y.G. Harto Pramono .....	35
Hady Sutris Winarlim .....	35
 <b>MEDIATING THE STUDENTS' ENGLISH ACQUISITION THROUGH TASKS AND INTERACTIONS. ANALYSIS ON .....</b>	 <b>59</b>
Sri Rachmajanti .....	59
 <b>THE CORRELATION BETWEEN READING COMPREHENSION ABILITY AND READING HABIT OF THE SEVENTHSEMESTER STUDENTS OF STIENAS SAMARINDA .....</b>	 <b>68</b>
Alfrida Pane Talebong .....	68
 <b>COMPREHENSIVE ENGLISH LEARNING THROUGH SPEECH COMMUNITY- BASED LEARNING METHOD.....</b>	 <b>76</b>

Ambar Pujiyatno .....	76
<b>CONTRIBUTION OF MOTIVATION, LANGUAGE INPUT, AND MILIEU TO SECOND LANGUAGE ACQUISITION IN ENGLISH AS A FOREIGN LANGUAGE CONTEXT: AN EXPLORATORY PRELIMINARY CASE STUDY .....</b>	<b>82</b>
Andri Puspita Sari .....	82
Gunadi Harry Sulistyio.....	82
<b>TEACHER'S CREATIVITY TO PROMOTE SECOND LANGUAGE ACQUISITION TO MATCH INEVITABLE FIRST LANGUAGE ACQUISITION SUCCESS.....</b>	<b>87</b>
Andy .....	87
<b>LEVERAGING TEACHER EXPERIENCE AND AUTONOMY IN BLENDED, IN- SERVICE TEACHER TRAINING .....</b>	<b>92</b>
Angga Kramadibrata .....	92
Hannah Hainsworth.....	92
<b>EFL WRITING CURRICULUM IN A PRIVATE UNIVERSITY:AN EVALUATIVE STUDY USING A SYSTEMATIC APPROACH .....</b>	<b>101</b>
Ani Fiani .....	101
<b>TEACHING ACADEMIC WRITING USING AUTHENTIC MATERIALS: A CASE OF WRITING A RESEARCH ARTICLE ABSTRACT .....</b>	<b>108</b>
Anisa Pinatih .....	108
<b>THE EFFECTIVENESS OF FLIPPED CLASSROOM SUPPORTED BY COOPERATIVE LEARNING TO IMPROVE STUDENTS' READING SKILL: A STUDY IN BRINGIN 1 SENIOR HIGH SCHOOL CENTRAL JAVA INDONESIA ..</b>	<b>123</b>
Anjas Karuniawan.....	123
<b>DESIGNING ESP MATERIALS FOR BIOLOGY STUDENTS BASED ON NEED ANALYSIS .....</b>	<b>135</b>
Annisa Maisaroh .....	135
<b>ENERGIZING FOREIGN LANGUAGE STUDENTS IN ENGLISH SPEAKING CLASS THROUGH THE USE OF TED-ED .....</b>	<b>143</b>
Annisa Rahmatika .....	143
Rahayu Meliasari .....	143
Shelia Anjarani.....	143
<b>ENHANCING STUDENTS' SKILL IN ORGANIZING IDEA THROUGH GRAPHIC ORGANIZERS.....</b>	<b>151</b>
Aprin Wahyu Wijayanti .....	151
<b>EMPLOYING WRITING PROCESS APPROACH IN DEVELOPING E-MODULE OF THE ENGLISH WRITTEN REPORT .....</b>	<b>160</b>
Areta Puspa .....	160
<b>THE COMMON CLASSROOM TECHNIQUES USED TO TEACH ENGLISH IN JUNIOR HIGH SCHOOL.....</b>	<b>165</b>
Aries Utomo .....	165
<b>TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS: AN EXPERIENCE AT SEKOLAH LUAR BIASA NEGERI TIPE B BLITAR, EAST JAVA .....</b>	<b>171</b>
Arina Shofiya .....	171
<b>EXPLOITING STUDENTS WRITINGSKILL: A BLENDED LEARNING IN ACADEMIC WRITING COURSE .....</b>	<b>176</b>
Armeria Wijaya .....	176
<b>INTERPRETIVE ITEMS OF ENGLISH SEMESTER TEST COMPOSED BY JUNIOR HIGH SCHOOL TEACHERS IN PADANG IN 2014/2015 ACADEMIC YEAR.....</b>	<b>181</b>
Armilia Riza .....	181



Rika Afriyanti .....	181
<b>FACTORS IN ENGLISH COMMUNICATIVE COMPETENCE FOR MATH AND SCIENCE TEACHERS.....</b>	<b>190</b>
Arwemi .....	190
Luli Sari Yustina .....	190
Yuhardi .....	190
<b>AUTHENTIC MATERIAL: HOW DO I MOTIVATE MY STUDENTS IN ESP CLASSROOM? .....</b>	<b>196</b>
Asri Siti Fatimah .....	196
Fera Sulastri .....	196
<b>STORYTELLING VS. SPEAKING COMPETENCE: CONTEXTUALIZATION ON SPEAKING SKILL BY APPRECIATING LITERARY WORKS.....</b>	<b>201</b>
Aulia Nisa Khusnia .....	201
Dyah Kusumastuti .....	201
<b>HELPING STUDENTS WRITE NARRATIVE TEXTS USING SMS (STORY MODIFICATION STRATEGY).....</b>	<b>209</b>
Bambang Yulianto .....	209
<b>STUDENTS' PORTFOLIOS THROUGH WINDOWS MOVIE MAKER IN EVALUATING ORAL PERFORMANCE IN SPEECH CLASS .....</b>	<b>219</b>
Belinda Analido .....	219
Dona Alicia .....	219
<b>EMPLOYING SELF-REFLECTIVE VIDEO IN FOSTERING STUDENTS' ACCURACY AND FLUENCY IN SPEAKING.....</b>	<b>227</b>
Benni Satria .....	227
<b>AN ANALYSIS OF TEACHERS' BELIEFS TOWARD AUTHENTIC MATERIALS IN TEACHING LISTENING .....</b>	<b>233</b>
Berlinda Mandasari .....	233
<b>MICROSOFT ONE NOTE IN EDUCATION AS A TECHNOLOGICAL TOOL TO FACILITATE ENGLISH LEARNING .....</b>	<b>240</b>
Betty Sekarasih Hadi Yani .....	240
<b>DEVELOPING PICTURE-BOOKS BASED LOCAL FABLE FOR EIGHT GRADE STUDENTS.....</b>	<b>247</b>
Bella Nastiti Tasaufi .....	247
<b>CONTRIBUTING FACTORS FOR L2 GRAMMAR DEVELOPMENT ON EFL LEARNERS .....</b>	<b>256</b>
Boniasta Zulandha Melani .....	256
<b>HOW TO USE 3H (HERE, HIDDEN, IN MY HEAD) IN TEACHING NARRATIVE TEXT READING?.....</b>	<b>262</b>
Brigitta Septarini Rahmasari .....	262
<b>MICRO-EVALUATION OF WRITING MATERIALS DESIGNED BY STUDENT TEACHERS OF LANGUAGE EDUCATION: THE PERSPECTIVE OF GENRE PEDAGOGY .....</b>	<b>266</b>
Budi Setyono .....	266
<b>THE PATTERN OF TEACHER INSTRUCTION AND FUNCTION OF STUDENT RESPONSES IN EFL CLASSROOM.....</b>	<b>274</b>
BuyungAlfianNorisSudrajat .....	274
Rahma Sinta .....	274
<b>FLIPPED CLASSROOMIN TEACHING SPEAKING TO YOUNG LEARNER .....</b>	<b>285</b>

Choiril Anwar .....	285
Aswan Pratama .....	285
<b>COMPARING THE EFFICACY OF VIDEO LISTENING TEST VERSUS AUDIO LISTENING TEST FOR EFL STUDENTS .....</b>	<b>290</b>
Clara Herlina Karjo .....	295
<b>COLLABORATIVE ELT LEARNING THROUGH SOCIAL NETWORK.....</b>	<b>295</b>
Claudius Bona.....	302
<b>THE LANGUAGE APPROACH TO WRITING LANGUAGE TEACHING MATERIALS THROUGHOUT THE WORLD .....</b>	<b>302</b>
Damatius Wagiman Adisutrisno .....	310
<b>EXTENSIVE READING ACTIVITIES IN TEACHING READING FOR FOREIGN LANGUAGE .....</b>	<b>310</b>
Dani Safitri .....	310
Leo Candra Wahyu Utami .....	316
<b>PROTOTYPING MULTI-TRAIT SCORING RUBRICS AND CAN-DO STATEMENTS ON WRITING COMPETENCE: ANCHORING GRASS ROOTS' VOICE TO THEORETICAL GROUNDS AND GLOBAL FRAMEWORK .....</b>	<b>316</b>
David Imamyartha .....	316
Gunadi Harry Sulistyo .....	331
<b>REVISITING THE USE OF GENRE-BASED INSTRUCTION FOR TEACHING WRITING: FROM TEACHING EVALUATION TO MATERIAL DEVELOPMENT .....</b>	<b>331</b>
Debora Tri Ragawanti .....	341
<b>STUDENTS' NEEDS OF ENGLISH SPEAKING MATERIAL AT FPBS IKIP MATARAM .....</b>	<b>341</b>
Dedi Sumarsono .....	341
Abdul Kadir Bagis .....	341
Moh. Arsyad Arrafii .....	347
<b>AN ANALYSIS ON ERRORS IN PASSIVE SENTENCES .....</b>	<b>347</b>
Deny Kuswahono .....	353
<b>HOW GRAMMAR TEACHING ENHANCES ACCURACY AND FLUENCY: REVEALING PERSPECTIVES OF INDONESIAN GRADUATE STUDENTS .....</b>	<b>353</b>
Desak Made Indah Dewanti .....	358
<b>IMPLEMENTING BACKWARD DESIGN IN ENGLISH FOR SPECIFIC PURPOSES (ESP) SYLLABUS FOR SHIPBUILDING POLYTECHNIC .....</b>	<b>358</b>
Desi Tri Cahyaningati.....	367
<b>WRITING PERSONAL LETTER USING IRREGULAR VERBS APP FOR HIGH SCHOOL STUDENTS .....</b>	<b>367</b>
Desrin Lebagi .....	367
Rini Aji M .....	367
<b>THE USE OF LANGUAGE ARTS IN ENGLISH TEACHING AND LEARNING .....</b>	<b>372</b>
Dessy Dwi Yudha Santhi .....	372
<b>STUDENTS' PERCEPTIONS ON THE USE OF SCHOOLOGY IN PRESENTATION CLASS .....</b>	<b>380</b>
Desy Indriana .....	380
Refrilia Ulfah .....	380



ACTIVATING STUDENTS' MOTIVATION IN SPEAKING CLASS THROUGH THE USE OF BOARD GAME AT ENGLISH DEPARTMENT OF MULAWARMAN UNIVERSITY SAMARINDA .....	385
Desy Rusmawaty .....	385
Dian Anggriyani .....	385
METHOD, STRATEGY AND PROBLEMS IN TRANSLATION FOR THE BEGINNER AT DIPLOMA' S CLASS IN SBC MENGANTI, GRESIK .....	391
Dewanto .....	391
MAXIMIZING AUTHENTIC ASSESSMENT FOR TEACHING SPEAKING .....	397
Dewi Kencanawati .....	397
MASTERCHEF™ VIDEO SERIES AS A MEDIUM TO TEACH SPEAKING FOR VOCATIONAL STUDENTS .....	403
Dian Pratiwi .....	403
Miftachul Rohmah .....	403
LEARNING COMMUNITY BETWEEN ENGLISH TEACHER-LECTURER TO DEVELOP INSTRUCTIONAL MATERIALS FOR JUNIOR HIGH SCHOOL STUDENTS .....	410
Diani Nurhajati .....	410
DIRECTING DIVERGENT THINKING APPROACH FOR PRE-SERVICE ENGLISH TEACHERS' INTEGRATED LEARNIN .....	415
Didik Rinan Sumekto .....	415
HOW DO PROFESSIONAL EFL TEACHERS DEVELOP THEIR TEACHING MATERIALS? .....	420
Dini Kurnia Irmawati .....	420
Utami Widiati .....	420
REVISING THE STUDENTS' PRONUNCIATION AND ADDING VOCABULARY IN INTENSIVE ENGLISH CLASSES BY PLAYING THE TABOO GAME .....	426
Dini Noor Arini .....	426
THE COLLABORATION OF TEACHER - STUDENTS ASKING GOOD QUESTION IN REDUCING CODE SWITCHING AND CODE MIXING OF EFL CLASS .....	433
Diyah Atiek Mustikawati .....	433
DESIGNING MATERIALS AND THE IMPLEMENTATION OF METHODOLOGY FOR BUSINESS ENGLISH FOR MAGISTER MANAJEMEN STUDENTS IN ENGLISH FOR ACADEMIC PURPOSES CONTEXT .....	438
Djasminar Anwar .....	438
INTEGRATING E-LECTURES BLENDED WITH PROBLEM BASED LEARNING ACTIVITIES .....	445
Djoko Sutrisno .....	445
USING STORY DIFFERENT ENDING CHOICES TO ENRICH STUDENTS 'LITERATURE OVERVIEW IN EXTENSIVE READING CLASS .....	451
Dwi Astuti Wahyu Nurhayati .....	451
THE USE OF INFORMATION TECHNOLOGY AS THE MEDIA TO BOOST THE STUDENTS' READING COMPREHENSION .....	457
Dwi Fita Heriyawati .....	457
Uun Muhaji .....	457
Agus Sholeh .....	457

TRANSLATION QUALITY OF ENGLISH INTO INDONESIA SIMPLE SENTENCE AND TEACHING TRANSLATION PRACTICE .....	462
Dwi Haryanti .....	462
Siti Fatimah .....	462
TEACHING VOCABULARY BY USING MEDIA WORDWALL OF PROJECTOR IN THE THEME "PEOPLE AND THEIR PHYSICAL APPEARANCES" TO THE SEVENTH GRADE STUDENTS OF MTSN MODEL 2 PALEMBANG .....	467
Dwi Rara Saraswati .....	467
Tri Rositasari .....	467
THE PHILOSOPHY OF SH TERATE AS LOCAL WISDOM IN TEACHING SPEAKING FOR VOCATIONAL SCHOOL STUDENTS .....	473
Dwi Rosita Sari .....	473
Rosita Ambarwati .....	473
SELF- REGULATED LEARNING AND SELF EFFICACY BELIEFS OF PRE- SERVICE TEACHER PROFESSIONAL DEVELOPMENT .....	477
Dwi Winarsih .....	477
INTERNET-BASED MATERIALS IN TEACHING WRITING: HOW DOES IT WORK? .....	482
Dwiana Binti Yulianti .....	482
AUTOMATIC WRITING ASSESSMENT PROGRAM .....	489
B.B.Dwijatmoko .....	489
VIDEO RECORDING-BASED PEER FEEDBACK IN MICROTACHING COURSE .....	495
Dwiyani Pratiwi.....	495
WHY SHOULD I DO SUMMARIZING?: THE VOICE OF UNDERGRADUATE STUDENTS .....	501
Dyah Sunggingwati .....	501
DESIGNING AND DEVELOPING SUPPLEMENTAL TECHNOLOGY- INTEGRATED TEACHING, LEARNING AND MATERIALS OF POWERPOINT, AUDACITY, CAMTASIA AND INTERNET (PAC) MODEL THROUGH BLENDED LEARNING METHODS.....	507
Effendi Limbong .....	507
MOBILE-ASSISTED LANGUAGE LEARNING AS A DIGITAL MEDIA IN A FOREIGN LANGUAGE TEACHING: FOSTERING STUDENTS' LISTENING .....	523
Eka Wahjuningsih .....	523
THE EFFECT OF COGNITIVE STYLES AND VOCABULARY MASTERY TO READING COMPREHENSION (AN EXPOST FACT RESEARCH AT UNIVERSITY OF RIAU KEPULAUAN) .....	531
Eka Wilany .....	531
SMALL CLASSES OF ENGLISH LANGUAGE LEARNING IN UNIVERSITY LEVEL: TEACHERS' VIEWS .....	538
Elfirahmi Thamrin .....	538
Uning Musthofiyah .....	538
THE IMPLEMENTATION OF QUIPPER SCHOOL AS EXTENDED ENGLISH LEARNINGIN SMA NEGERI 1 SOOKO, MOJOKERTO .....	545
Eliasanti Agustina.....	545
Ayunda Azalea Arham .....	545



<b>AN ESP PROJECT WORK FOR ENGINEERING FACULTY: BOOSTING STUDENTS' AUTONOMY LEARNING</b> .....	553
Elok Putri Nimasari.....	553
<b>DEVELOPING INSTRUCTIONAL DESIGN TEACHING MATERIAL BASED MULTIMEDIA</b> .....	558
Eltina Maromon.....	558
<b>AN OBSERVATION OF APPLYING ACTIVE LEARNING IN AN EFL CLASS: A CASE STUDY OF TEACHER OF STUDENT VIEWS ON LEARNING ENGLISH AT SAO PEDRO SCHOOL DILLI, TIMOR LESTE</b> .....	562
Elvis Fernandes Brites da Cruz.....	562
<b>DESIGNING ACADEMIC WRITING FOR ESP STUDENTS</b> .....	573
Emilia Ninik Aydawati.....	573
<b>THE USE OF GLOSSING TECHNIQUE TO ENHANCE THE ESP LEARNERS' MOTIVATION IN COMPREHENDING ENGLISH TEXT</b> .....	579
Endang Sulistianingsih.....	579
Sumartono.....	579
<b>THE IMPLEMENTATION OF JEOPARDY STRATEGY OF EFL STUDENTS OF STKIP YPUP</b> .....	587
Ery Syatriana.....	587
<b>THE EFFECT OF EXPERIENTIAL LEARNING IN ESSAY WRITING TOWARDS THE STUDENTS' WRITING QUALITY</b> .....	593
Erlık Widiyani Styati.....	593
<b>IMPROVING STUDENTS' READING COMPREHENSION BY USING QUESTIONS TOURNAMENT AT THE SECOND GRADE OF SMP</b> .....	598
Eroh Muniroh.....	598
<b>IMPROVING STUDENTS' READING COMPREHENSION THROUGH RECIPROCAL TEACHING</b> .....	604
Ersy Laksita Rini.....	604
<b>DOCUMENTARY VIDEO PRESENTATION: AN EFFECTIVE WAY OF FOSTERING STUDENTS' ORAL SKILL</b> .....	612
Eugenie Mainake.....	612
<b>PROJECT-BASED LEARNING IN PRACTICE: THE PRODUCTION OF EXPLANATORY FOOTAGE BY STUDENTS</b> .....	615
Evi Yuniarisda Hutagalung.....	615
Eliasanti Agustina.....	615
Ayunda Azalea Arham.....	615
<b>DIGITAL STORYTELLING IN WRITING: PRACTICE AND PERCEPTION TOWARD TEACHING WITH TECHNOLOGY</b> .....	626
Faiqotur Rizkiyah.....	626
<b>IMPROVING PRE-SERVICES ENGLISH TEACHERS' PEDAGOGICAL COMPETENCIES IN INTERNSHIP PROGRAM</b> .....	635
Faishol Hadi.....	635
<b>MOBILE ASSISTED LANGUAGE LEARNING: THE RECENT APPLICATIONS OF EMERGING MOBILE TECHNOLOGIES</b> .....	641
Fauris Zuhri.....	641
Aswandi.....	641
<b>TOWARDS LEARNING DIFFICULTIES RECOVERY</b> .....	649
Fazri Nur Yusuf.....	649

<b>DEVELOPING INTERPERSONAL INTELLIGENCES IN SPEAKING CLASS THROUGH THEMATIC BASED LEARNING .....</b>	<b>657</b>
Fibriani Endah Widyasari .....	657
<b>ANDROID BASED EDUCATIONAL GAME IN INDONESIAN TEYL .....</b>	<b>662</b>
Fika Megawati .....	662
Sultoni .....	662
<b>IMPROVING STUDENTS' ABILITY IN ACADEMIC WRITING THROUGH EXPLICIT TEACHING .....</b>	<b>669</b>
Fikri Asih wigati .....	669
Nina Puspitaloka .....	669
<b>THE INFLUENCE OF IMAGINE, ELABORATE, PREDICT, AND CONFIRM STRATEGY AND READING INTEREST ON READING COMPREHENSION ACHIEVEMENT OF THE SECOND SEMESTER STUDENTS OF BIOLOGY EDUCATION STUDY PROGRAM, MUHAMMADIYAH UNIVERSITY OF PALEMBANG.....</b>	<b>673</b>
Finza Larasati .....	673
Ismail .....	673
Petrus .....	673
<b>STUDENTS' VOICE TOWARD TEAMS-GAMES-TOURNAMENTS TECHNIQUE .....</b>	<b>683</b>
Firman Wicaksono .....	683
<b>BUILDING LANGUAGE AND CULTURAL AWARENESS: MOVIES AS POETRY AND CREATIVE PEDAGOGY DISCUSSION RESOURCE .....</b>	<b>689</b>
Fitri Wijayanti .....	689
Avilanofo Bagus Budi .....	689
<b>STUDENT-TEACHER PARTNER DESIGN: ENRICHING TEACHER CREATIVITY AND CHALLENGING STUDENTS' INVOLVEMENT .....</b>	<b>695</b>
Fitrotul Mufridah .....	695
<b>MUSEUM AS MEDIA AND SOURCE OF HISTORY LEARNING OF UNIVERSITY STUDENTS .....</b>	<b>700</b>
Franciscus Xaverius Wartoyo .....	700
<b>IS BACKGROUND KNOWLEDGE IMPORTANT IN ASSESSING READING COMPREHENSION? .....</b>	<b>707</b>
Fransisca Endang Lestariningsih .....	707
<b>THE USE OF ORAL CORRECTIVE FEEDBACK FOR STUDENTS OF DIFFERENT PROFICIENCY LEVELS .....</b>	<b>712</b>
Gartika Pandu Bhuna .....	712
<b>A SET OF ENGLISH INSTRUCTIONAL MATERIALS USING TASK-BASED LEARNING FOR NEWS PRODUCTION MANAGEMENT STUDY PROGRAM IN STMM "MMTC" YOGYAKARTA .....</b>	<b>721</b>
Giovanna Gistha Wicita .....	721
<b>THE USE OF TECHNOLOGY (BLOG) AS TEACHING MEDIA TO ENCOURAGE STUDENTS CHARACTERS TOWARD LEARNING.....</b>	<b>730</b>
Gusti Nur Hafifah .....	730
<b>USING STORYTELLING VIDEO FOR ASSESSING STUDENT'S CREATIVITY IN SPEAKING .....</b>	<b>561</b>
Chyntia Heru Woro Prastiwi .....	561
Hardono .....	561
<b>THE ROLE OF "MAGIC BOX" IN INNOVATING MEDIA IN TEACHING GRAMMAR .....</b>	<b>744</b>
Haris Dibdyaningsih .....	744
Hendra Sudarso .....	744



<b>RESPONDING THE PRESENCE OF WORLD ENGLISHES IN TEACHING EIL WITH BAKHTIN'S DIALOGISM .....</b>	<b>750</b>
Hariyono .....	750
Ima Masofa .....	750
<b>COMPARING THE USE OF 2 INTERNET BASED PLATFORMS TO SUPPORT FLIPPED CLASSROOM STRATEGY AT HIGHER EDUCATION INSTITUTES IN AMBON, MALUKU.....</b>	<b>756</b>
Helena Magdalena Rijoly.....	756
<b>TEACHER'S EFFORT TO DEVELOP THEIR STUDENTS' EQUAL PARTICIPATION IN ENGLISH SPEAKING CLASS .....</b>	<b>764</b>
Herlina Daddi.....	764
<b>THE USE OF MOTIVATIONAL STRATEGIES BY EFL PRIMARY TEACHERS .....</b>	<b>771</b>
Herlina Sitorus .....	771
<b>LEARNING STYLES' IMPLICATIONS TO LEARNING AND TEACHING ENGLISH IN ITS .....</b>	<b>785</b>
Hermanto .....	785
Kartika Nuswantara .....	785
<b>BLENDED LEARNING IN ELT FOR TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT .....</b>	<b>790</b>
Hernawati Kusumaningrum .....	790
<b>PROMOTING TECHNOLOGY-ENHANCED LEARNING THROUGH FANFICTION WRITING .....</b>	<b>794</b>
Hemina Dewi Lestari .....	794
<b>ACTION RESPONSE THROUGH THE USE OF TRANSLATED VERSION OF LOCAL INDONESIAN CHILDREN SONGS .....</b>	<b>802</b>
Hertiki .....	802
<b>THE PROSPECT OF ENGLISH FOR SPECIFIC PURPOSES MATERIALS DEVELOPMENT FOR EIGHT MAIN DISCIPLINES AHEAD OF ASEAN INTEGRATION: CRITICAL EVIDENCE ACROSS ASEAN MEMBER COUNTRIES .....</b>	<b>805</b>
Hesti Wijaya .....	805
Helti Maisyarah .....	805
<b>TEACHERS' MEDIA IN TEACHING ENGLISH AT JUNIOR HIGH SCHOOL IN PADANG.....</b>	<b>814</b>
Hevriani Sevrika .....	814
<b>A NEEDS ANALYSIS FOR DESIGNING AN ESP-BASED SYLLABUS IN AN ISLAMIC STUDIES EDUCATION PROGRAM.....</b>	<b>820</b>
Hilmansyah Saefullah .....	820
<b>THE EFFECT OF EXTRA-CURRICULAR ACTIVITY ON THE STUDENTS' ACHIEVEMENT IN WRITING .....</b>	<b>829</b>
Darmawati .....	829
Yesilrianti .....	829
Erlindawaty .....	829
<b>FOLKLORE TO ENHANCE THE STUDENTS' MOTIVATION (INNOVATION IN LANGUAGE MATERIAL DEVELOPMENT) .....</b>	<b>837</b>
Honest Umami Kaltsum .....	837
<b>THE PROFICIENCY OF TEACHERS IN TEACHING BIOLOGY BY USING ENGLISH.....</b>	<b>842</b>
Humaira .....	842

## TEACHING ENGLISH FOR HEARING-IMPAIRED STUDENTS: AN EXPERIENCE AT SEKOLAH LUAR BIASA NEGERI TIPE B BLITAR, EAST JAVA

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### ABSTRACT

*Studies about teaching practices are mostly conducted to classrooms with non-physical impairment students. Few literatures can be found concerning theories and practices in teaching English for students with physical impairment like those who have sight or hearing impairment. In Indonesian education system, the government does not differentiate the teaching of English between physically impaired and non-physically impaired students. As seen in the document of the Standard of Content, the goal, core competence, and basic competence of teaching English are the same. However, the educational process for physically impaired students is intended more on making them self-independent. Classroom activities, therefore, are emphasized more on how the students acquire various life skills. The English teachers must work extra hard in meeting the goal of national education. The current paper is intended to share the experience of English teachers at a school for hearing-impaired students (Sekolah Luar Biasa Negeri Tipe B) Blitar, East Java in teaching English. Due to the physical condition of the students, strategies such as drilling, memorization, and modeling are considered as the best to be applied in such school. In addition, media like realia and miniature are helpful in the teaching process. At this context, the best means the easiest and the most effective strategies for the particular type of school. The attainment of the teaching objectives is mainly focused on introducing students to various words and sentences in English.*

**Key words:** *teaching English, hearing-impaired student, school for hearing-impaired*

### INTRODUCTION

The teaching of foreign language for the deaf and hearing-impaired students is not a new issue. However, so far not many methodologists and textbook writers are aware of a substantial group who does not get the benefit of the teaching of foreign language. The deaf and hearing-impaired students are not given sufficient attention in the teaching of foreign language. Even issue on teaching foreign language for them is seemingly marginalized. Until 1900s, deaf education is dominated by oralist approach which has firm conviction that deafness is a disability; a deficiency needs to be mitigated or overcome (Kontra and Csizer, 2013). Disability, according to Barbotte, Guillemin, and Chau (2001), is a condition in which a person is not able to perform activity within the range of human capability. The difference between deaf and hearing-impaired students lies upon the level of hearing loss. The range of hearing loss lies upon mild hearing loss, moderate hearing loss, severe hearing loss, and profound deafness (Kemdiknas, 2009). In the field of language learning, the level of hearing loss affects the acquisition of language skills. The milder the hearing loss, the easier the process in acquiring foreign language will be because spoken language input can be received with the help of the remained hearing ability.

In Indonesian context, the needs of education for learners with impairment are accommodated by the government by establishing schools for disabled –nowadays it is called as diffable-- students (*Sekolah Luar Biasa*). The schools are classified into several types, namely type A for students with sight-impairment, type B for students with hearing-impairment/deaf, type C for students with low intelligent, type D for students with physical impairment, type E for students with emotional disorder, type G for students with more than two impairments. The classification is worth doing as it can meet the needs of different type of diffability (Government Regulation No 72/1991). In practice, the establishment of such schools helps both the teachers and the students despite the issue of inclusive education where students with special needs learn together with ordinary school in one class. However, the language



policy for the students with impairment has no difference from "normal" students. Based on the Regulation of the Ministry of National Education number 64/2013, the standard of competence and the basic competence apply for both types of students. There is no dichotomy between curriculum for general students and those of special need. This means that the teachers at *Sekolah Luar Biasa* get harder responsibility in enhancing students' communicative competence due to the students' physical problem.

Teaching at school for disabled students requires teacher's creativity and patience in addition to knowledge and teaching skill. The teachers also need to be able to understand the way the students communicate. Commonly, hearing-impaired students use two modes of communications, namely, oral and manual (Kemdiknas, 2009, p.34). Oral communication appears in the form of practicing vocal (speech), reading lip movement, and using the remained hearing ability. Meanwhile, manual communication includes the use of sign language and finger spelling. The sign languages in Indonesia which are generally used by the deaf or hearing impaired are of two: *Sistem Isyarat Bahasa Indonesia (SIBI)* and *Bahasa Isyarat Indonesia (Bisindo)*. The two systems are different. SIBI is made by changing Indonesian spoken language into sign language, in this case, translating one word with its suffixes. For example, the word *permainan* is translated as *per-main-an*. For the students who have never learned the structure of sentence, this sign language is difficult to learn. Bisindo, on the contrary, appears in the form of one word followed by an expression of what is going on. For example, the word mother is expressed by putting the right thumb on the chin while the other fingers are opened. Bisindo is considered as simpler and natural for the deaf and hearing impaired students, so it is proposed to replace SIBI (Arindra Meodia, October 23, 2014).

The current paper is intended to share the experience of the teachers teaching English in *Sekolah Luar Biasa (SLB) Tipe B Negeri* Blitar, East Java, a school for hearing-impaired students. The students in such school are mostly hearing-impaired, not deaf. So, the process of oral communication still can be conducted even though the teachers should repeat instructions or questions several times just to make sure that the students understand. Similar to any schools for the disabled students, the main goal of carrying out education that school is rather on helping the students to enhance life skills to live independently than on fulfilling the requirements of curriculum. However, it is a fact that English colors everybody, including hearing-impaired students, in all aspects of life. The least need of English for the hearing-impaired students is to be able to understand information written in English. The teachers are therefore expected to internalize the concept of second language as well as foster students' independence in living a life. With regard to the differences of the characteristics of the students, investigating how the teachers practice teaching English is worth doing.

## METHOD

This study sought to explore the practices in teaching English to the hearing-impaired students at *Sekolah Luar Biasa (SLB) Tipe B Negeri* Blitar East Java. The school serves the education for hearing impaired students starting from elementary level till senior high school level. The subjects of the study were two teachers; one was a teacher at junior high school level, and another was a teacher at senior high school level. The teachers rarely used sign language like SIBI or Bisindo because the students still have remained hearing ability. The investigation was done to the teachers of the high school levels since the teaching of English could only be observed at those levels. In the elementary level, English was not formally taught. In addition, due to the limitation of the students' physical condition, the education process was focused on providing students with various life skills. Every day, the classroom instructions consisted of practices in making useful home appliances such as carpentry, sewing, farming, etc.

Under qualitative approach, the data were collected through three methods, namely interview, observation, and documentation. To get detailed information about the teachers' practices, open-ended interviews were done. The purpose was to make the teachers feel free to the answers and give clarification to the posed questions. The interviews were done casually in Indonesian to make it easier for the teachers to express their experiences and to avoid any communication block. The questions were classified into four dimensions; teaching preparation, teaching strategies, teaching media, and kinds of evaluation implemented in the classroom. To confirm the teachers' explanations about their teaching practices, non-participatory observations



were done. This was done as it was possible that their explanations did not match with their practice in the classroom. Prior to doing the observation, the writer told the teachers that there would be no intervention their practice of teaching English. So, the writer sat at the back row in the classroom observing the teaching and learning process while taking notes of what was going on. In addition to the two methods of collecting data, interview and observation, an analysis of the teachers' document was also conducted. The purpose was to check the teachers' preparation especially the teaching strategies. Once the data were collected, data analysis followed. Following Miles and Huberman's (1994, p. 10-12), the data analysis were done through three stages, namely, data reduction (reducing any data such as chunks or explanation irrelevant to the present study), data display (analyzing and classifying the assorted data), and conclusion drawing.

The present study has also some limitations. First, since the number of SLB Tipe B Negeri in Blitar municipality is only one, the information from the teachers cannot be compared and contrasted with other teachers from different schools. As a result, the information might not be as comprehensive as when the study is conducted in general schools. The second limitation deals with the capability of the writer in communicating with the students. Since the writer was not accustomed to using sign language, any information from the students cannot be understood well and included in the study.

## FINDINGS AND DISCUSSION

The present study found some important information related to the practices in teaching English for hearing-impaired students. Following the stages of data analysis by Miles and Huberman's (1994) as mentioned previously, the process were initiated by assorting the relevant chunks. Only parts of conversations which were relevant to the topic of the present study were used as the data. The irrelevant ones were left. Then, the assorted chunks were classified into four dimensions, namely, teaching preparation, teaching practices, teaching media, and evaluation.

The findings of the study revealed that prior to teaching English the preparation was made similarly to the teaching of English in general schools. Since there was no difference in terms of the Standard of Competence and basic Competence to be achieved by the students, the development of the teaching preparation was done in the same way as teaching students without impairment in general schools. The process was initiated by breaking down the Standard of Competence and Basic Competence into indicators and teaching objectives. The teaching and learning activities were designed similarly to the design for general students. When it was confirmed to the teachers the reason of developing the same lesson plan with teaching English for general students, the teachers stated that this was because the standard of competence and basic competence applied to all types of students. This means that the hearing-impaired students were expected to achieve similar competence to the students without impairment both in spoken and written form. The government regulation number 72/1991 chapter VIII article 16, however, provides a space for the teacher to adjust the curriculum with the students' condition. At this point, it is understandable that in designing the classroom activities the teachers did not make it very specific. Even though in the lesson plan the classroom activities seemed to be complex in practice the teacher might simplify the activities depending on the students' condition.

The second dimension of the present study is the strategies employed in teaching English. Based on the interview and observation, the most frequently applied strategy was drilling. The teachers pronounced a word several times. The students watched, read the movement of the teachers' lips, and tried to imitate the teachers' pronunciation. A word was pronounced several times by the teacher and repeated several times. The teachers' effort was supported by the structural theory of language which views that language consists of structurally related elements for the coding of meaning (Richards and Rogers, 1998, p.17). According to Freeman (2000, p.42), one of the major roles of the teachers is to provide good model of second language to the students. In the current context of study, the teachers modeled the pronunciation to the students more intensively so that the students would get sufficient of input of the sounds in English. Since the students had problem with hearing ability, one word must be repeated many times. In addition, while drilling, the teachers visualized the word by using gestures, facial, expression.



Another strategies employed by the teachers was memorization. Memorization was considered as the easiest strategy to be implemented in the classroom because more complicated activities were difficult to be carried out. In practice, the teachers distributed list of words to be memorized by the students. The teachers also gave assignment to memorize words at home. According to the teachers the only homework that can be given to the students was memorizing the words. Even though in the document of curriculum it was clearly stated that the teaching objective is enhancing students' communicative competence either in written or spoken form, the attainment of such objective seemed to be difficult. The teacher of senior high level stated *"the students cannot be expected to be communicative--written or spoken--as mandated in the curriculum because they find difficulties in developing sentences using English. They can only develop simple sentences because it is very difficult to give explanation about compound or complex sentences, therefore, the homework given was only memorizing words. We cannot ask them to write texts or read complex text."* As much as possible, however, the teachers tried to initiate communicative classroom atmosphere. For example, by making simple game like matching game in which the students should compete with their friends to match the picture and the words.

The observed teachers stated that although teaching at school for hearing-impaired students was intended to attain students' various language skills but the fact showed differently. Some teaching objectives cannot be achieved especially the ones in enhancing communicative competence orally or written form. Students found difficulty to understand complex expression. Therefore, to make the students get more understanding on the words/sentences/expression they learned, the teachers modeled the action. For example, the teachers said *'open the door!'*, then walked to the door and opened it. There was also a time for the students to practice themselves. In turn, they gave command and perform the actions. The result of observation showed that the students' motivation increased as could be seen from the students' participation in commanding and performing the action. Within the perspective of Total Physical Response method such kind of action was useful because it was fun and can reduce students' psychological barriers in the classroom. The practice of modeling did have limitation since not all expressions can be modeled using actions. As a result, the teachers limited to teach expressions possible to be modeled.

The third dimension of the topic in the current study was the use of teaching media. To maintain successful teaching, using teaching media is a must. The same was true with the practice in the observed school. The interview with the teachers revealed that there were limited media which can be used in the classroom. Audio media like tape recorder and radio cannot be employed because they students would find difficulty to understand the spoken conversation without reading the lips of the speakers. The result of observation showed that the teaching of English is emphasized on mastering vocabularies with very limited communicative activities. In such case, the teachers looked for the most effective teaching media through which the students can learn well. Realia, then, was mostly used. The real thing or realia such as fruits or any things exist in the classroom were used media for teaching. Freeman (2000, p. 42) states that the use of realia can add the meaning of the new words. In other words, bringing realia into the classroom, as long as it is feasible, ease the jobs of the teachers especially in introducing new words of the foreign language. The observed teachers from the junior high school level stated that to foster students' motivation, she gave assignment to the students to bring realia to the class and find the English name of the realia. The students were asked to show the realia to their friends and told the English words of such kind of realia. This activity was fun and could be categorized as communicative activities even though the level of communicativeness was low.

In addition to realia, another teaching media employed was miniature. The teacher brought the miniatures of means of transportation such as bicycle, motorcycle, car, aero plane, etc. and drilled the names of such things to the students. The students, using the ability of reading the movement of the lips and the remained hearing ability, imitated the pronunciation of the teachers. In some cases miniature is merely suitable for young learners who can only understand information concretely. However, for the hearing-impaired students, it turned out to be appropriate too especially in the context of teaching English as a foreign (second) language. The hearing-impaired students whose native language is not English usually get limited access to English. By using miniature, they can see the things, so they understood what they learned. In



other words, more senses could be involved in learning. Lindsay and Knight (2006, p. 20) note that the more the senses were used the higher the probability of the success in learning second language. The implication is that prior to teaching, the teachers must be creative in designing the classroom activities. As much as possible, classroom activities should involve various senses like sense of sight, sound, touch, etc.

The fourth dimension is evaluation. Based on the interview with the teachers, to evaluate students' progress, pencil and paper test was often used. Such kind of test only measured students' cognitive competence, actually. However, the only feasible kind of evaluation to be applied in this kind of classroom was test. Authentic assessment such as peer assessment or exhibition was not the concern of the teachers. It was difficult for the teachers to select the suitable authentic assessment regarding the fact of the students were having hearing-impairment. Many instructions cannot be responded by the students because they could not understand what they should do. The teachers, therefore, find the easiest way to evaluate students even though it did not follow the mandate of curriculum which emphasized the need of doing authentic assessment.

## CONCLUSION

To meet the requirement of curriculum which mandates the attainment of communicative competence of the students, teachers of the school for hearing impaired students needed to be creative. The condition of the students that need special attention required the teachers to select alternatives best for the students. In the current context, the definition of best is the easiest and most effective to be applied with regard to the physical condition of the students. The abovementioned strategies were the effective ones because they can improve students' memory and pronunciation. The students were not expected to develop high ability in using English communicatively. Rather, the teaching of English was limited to memorizing vocabularies and developing simple sentences. Therefore, it was recommended that any related parties revisit the goal teaching English for students with different types of impairment. The experience of the teachers showed that the teaching objective was difficult to be obtained since the limitations of students obstruct the process of enhancing their communicative competence. The same was true with the implementation of evaluation. Not many evaluation types could be practiced. Administering test might be the temporary solution for measuring students' progress. However, finding alternative assessment suitable for hearing-impaired students is a good idea.

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